

### 2023-2024 5th ELAR Year-At-A-Glance

WeWrite	Unit Title	Student Expectations	Suggested Instructional Days
<b>1<sup>st</sup> Nine Weeks: August 22 – October 13</b> <b>Assessment - BOY MAP: 9/5 – 9/15, CBA 1- October 10-13</b> <b>TAMU Pre-Assessment September</b>			
Persuasive Writing Lessons 0-2	Launching Literacy	1A, 1D, 2Aii, 2Bi, 6F, 6G, 7D, 9D, 9E, 11Di, Diii, Dv, Dix, Dxi	13 Days
Persuasive Writing Lessons 3-7	The Lives of Animals	1D, 3B, 3C 6F, 6G, 7D, 8B, 8C, 9E, 11A, 11B, 11C, 11D, 11Di, ii, x, xi, 12C	19 Days
<b>2<sup>nd</sup> Nine Weeks: October 16 – December 15</b> <b>Assessment - CBA 2 December 11-14</b>			
Extended Constructed Response with text evidence Lessons 9-14	Inventors at Work	2B, 3A, 3B, 3C, 3D, 6D, 6F, 6G, 7A, 7B, 7C, 7E, 7F, 7G, 8A, 8B, 8C, 9B, 9C, 9D, 10C, 10D, 10E, 10F, 12B, 12D	40 Days
<b>3<sup>rd</sup> Nine Weeks: January 8 – March 8</b> <b>Assessment - MOY MAP: 1/8 – 1/19, PSBM February 6-7</b> <b>RLA ESSAY SCORING AND CALIBRATION February 19</b>			
Short Constructed Response	What can we learn from history?	3B, 6D, 6F, 6G, 7B, 7C, 8B, 8C, 8D, 9B, 9D, 10C, 10D, 11A-D, 12B	17 Days
	Project Earth	3B, 3C, 6D, 6F, 6G, 7B, 7C, 8B, 9B, 9C, 9Ei-iii, 10D, 10G, 11A-D, 12B	29 Days
<b>4<sup>th</sup> Nine Weeks: March 18 – May 25</b> <b>Assessment - RLA STAAR: 4/16 – 4/17, EOY MAP: 5/6 – 5/17</b> <b>TAMU Post-Assessment May</b>			
Short and Extended Constructed Response	Unexpected and Unexplained and STAAR	1B, 3C, 6B, 6F, 6I, 7B, 7C, 8B, 9Diii, 11A-D, 12B	28 Days
Narrative/ Poetry	What a Story	9A, 9F, 11E, 12A	18.5 Days
Reflection	Reflection	12D	1 Day

Essential Standards- 3B, 6F, 6G, 7C, 7D, 8B, 9Diii, 10D, 11C, 12B

Literacy Routine standards should be embedded into instruction on a frequent basis -4, 5, 6H, 6E, 7A, 7E, 10F, 10D, 11A-D, 13

[Click here to access state standards for Grade 5 Reading.](#)

Ongoing Standards

**Self-sustained Reading**

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

**Grammar**

Students should edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice and how they affect meaning.

**Research**

The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. Process- Generate questions for formal/informal inquiry, develop a plan, refine questions, gather and synthesize information, examine sources, and deliver information in a variety of ways.



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